DOCUMENT RESUME

ED 157 806 SO 010 827

TITLE	Teaching with Newspapers (Second Edition).
INSTITUTION	Province Newspaper, Vancouver (British Columbia).
PUB DATE	[78]
NOTE	32p.; Not available in hard copy from EDRS due to poor reproducibility of original document
AVAILABLE FROM	Province Newspaper, NIE Division, 2250 Granville Street, Vancouver, British Columbia V6H 3G2 ($1.50, paper cover)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Adult Education; Area Studies; Art Activities; *Comparative Education; Curriculum Development; Drama; Educational Resources; Elementary Secondary Education; Information Sources; *Instructional Aids; Instructional Media; *Interdisciplinary Approach; Language Arts; Learning Activities; Library Skills; Mathematics; Modern Languages; Music Activities; *Newspapers; Science Activities; Second Language Learning; *Social Studies; Teaching Guides; Values
IDENTIFIERS	Canada

ABSTRACT

The guide presents teaching suggestions and resource lists for using newspapers as a learning tool in elementary and middle grade classes and adult education situations. Over 75 activities are listed in art, drama, health, language arts, library skills, math, modern languages, music, science, and social studies. For example, science students can collect a vertical file or display of newspaper pictures and articles about storms and their effects. Students in health classes can study food advertisements to learn about different food groups. To help teachers develop curriculum the guide identifies nine series of articles published in the "Province" newspaper in 1976-77 which focused on Canadian and international affairs. After describing one elementary school's immersion program with newspapers, the guide explains how to create classroom learning stations centering around newspaper projects. Concluding sections examine (1) use of newspapers in teaching English as a second language, (2) ways to study value questions through newspaper analysis, and (3) research findings about newspaper readership and readability. (AV)

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TEACHING WITH NEWSPAPERS

ED157806

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DEAR EDUCATOR:

In presenting a new edition of 'Teaching With Newspapers' I wish to extend my thanks to Professor Angus Gunn and his colleagues for their contribution.

Newspapers are now widely used in classrooms to supplement conventional curriculum materials. There is a growing collection of teaching aids available, some of which are listed on page 28. The Hugh Partlow books are available from my office at a reduced price.

We at the Province are indebted to many people for the success of our N.I.E. program: David Breen, Dept. of History, U.B.C.; Gudrun Dewar, formerly Supervisor of Instruction, Vancouver School Board; Joan Gibbs, Teacher, Coquitlam School District; Allan Jarvis, Vice-Principal, North Vancouver School District; Dennis Milburn, Faculty of Education, U.B.C.; Marvin Samuels, Dept. of Geography, U.B.C.; Mary West, Teacher, Vancouver School District; Elaine and William Willsons, Teachers, Coquitlam School District and editors and writers, Canada Venture Page; Maguido Zola, Faculty of Education, S.F.U.; Education students, U.B.C., especially Mario Ceravolo.

If you have any suggestions that you would like to see incorporated in the next printing do not hesitate to contact me at The Province, phone: 732-2417. I will be very pleased to hear from you.

Sincerely,

E.C. Calder,
N.I.E. Co-ordinator.

ECC/cb

FOREWORD

The enthusiastic reception given to our first edition has convinced us that there is a need for a more comprehensive version. Accordingly, we have added more starter suggestions, provided further information on available resource books, and extended teaching suggestions into "immersion" activities, values, learning stations, teaching English as a second language. We have also included brief reports on research findings.

University of British Columbia Angus M. Gunn

STARTERS FOR A NEWSPAPER IN EDUCATION PROGRAM

General

1. Pattern and content of the whole newspaper:

   (a) Front page news
   (b) Index "Where to find it"
   (c) News digest
   (d) Weather
   (e) Comment
   (f) Sports Section
   (g) Family Section
   (h) Business, financial and agricultural news
   (i) Comic strips and cartoons
   (j) Entertainment
   (k) Horoscopes
   (l) Births, deaths and marriages
   (m) Letters to The Editor
   (n) Various regular columns and features, e.g. Leisure Section, Book Reviews, T.V. Programs
   (o) News items throughout
   (p) Advertising allocation
   (q) Classified advertising section

2. A Clipping Thesis

   One of the most effective ways to understand contemporary affairs, both in terms of substance and process, is to observe critically how events develop over a period of time. During the course of a semester, most major areas of public policy show significant development. Analyzing the development of these issues is one of the best ways of learning how to appraise the political, social and economic environment in which we live, as well as to get some personal perspective on one's role as a citizen-participant in the process.

   (a) Select a problem or area in contemporary political-government affairs or social-economic affairs that:
      1. interests you particularly
      2. you'd like to know more about
      3. seems to be a significant issue

(b) Collect articles and information about this topic throughout the term using the newspapers, public affairs magazines, radio and television sources which you use to keep yourself informed on current problems. You may personally know public officials or other persons who might be helpful to you in gaining an insight into the problem.

(c) It is probably good to begin following a more general topic and narrow it down after you have seen what aspects of the problem area you want to focus upon after observing its development over a period of time.

3. The weekly news quiz game. Two panels compete in a 30-minute session.

4. Skim headlines and datelines to select those items that are most interesting and useful.

5. Absorb those articles that have been adjudged most important, noting the source of the story, the point of origin, and the Who? What? Why? When? Where? and How?

6. Finding out what is a good press:
   (a) Integrity - In reporting controversial matters does the paper make sincere attempts to see that both sides have adequate news coverage? Are both viewpoints presented in a straightforward manner? Is any discrimination evident in the placement of opposing views?
   (b) Accuracy - In the paper is accuracy ever sacrificed for fast, flashy coverage? Does the paper seem to maintain an adequate staff to be on top of most local news situations without relying heavily on hearsay and rumor? Is it all right to print rumor or "inside information" if it is clearly labelled?
   (c) Leadership - Have you ever known the paper to take an unpopular stand because it feels it is the right stand?
   (d) Responsibility - Does the paper aid the community through public service? Is it sufficiently interested in the health, education and general weifare of the people it serves? Should it be?

ART

1. From a study of photographs of nature forms in the newspaper (leaves, flowers, trees, birds, animals, insects, fish, reptiles) create symbolic designs.

2. Have students do sketches of action scenes from photographs in the sports section of the newspaper.

3. Study sketches done for display ads about clothes. Have students plan a modification of the design and then do their own sketches.

DRAMA

1. Use headlines as a starting point for an improvisation. See how many different Who? What? When? Where? Why? and How? you can get from a single headline, e.g. "Hospital patient tried five days to get a doctor to see him".

2. "Jailed in Lebanon, girl, 22, says she was tricked".
   (a) Divide this story into key scenes
   (b) Play out the scenes
   (c) Devise and play out the next scene in the story (tomorrow's news)

3. Use fillers from the newspaper as bits of dialogue. For example, read the weather forecast sadly, happily, angrily.

HEALTH

1. Watch for news stories about accidents.
   (a) Discuss how they could have been avoided.
   (b) Learn from news accounts, what is good procedure to follow in case of an accident.

2. Have students dramatize an accident. The rest of the class watches and writes a news report about it. They are expected to include the 5 w's.

3. Use food advertisements to learn about different kinds of food groups such as proteins, carbohydrates, fats and minerals.

LANGUAGE

1. Assessing the news article:
   (a) Is this article informative, persuasive or entertaining?
   (b) Is it of local, provincial, national or international importance?
   (c) Does it have an effective lead? Can you locate the 5 w's and how.
   (d) Can you separate the lead, elaboration and details?
   (e) Find any error in punctuation.
   (f) Is the article written objectively?

2. Having received a copy of the newspaper, any edition, each student is requested to find the following data and to engage in the activities suggested:
   (a) Select three sentences, or clusters of sentences, which have impressed them with reasons for their choice.
   (b) Write a sentence of their own composition, preferably one with a rhetorical device written in exact imitation of the pattern of one from the newspaper.

(c) Selecting an article of some length, students are asked to show ways in which sentences may begin - with subjects, phrases or longer groupings.
(d) How many levels of language did they find in this single edition of the paper - literary, informal and colloquial, technical, slang, etc.

3. Study a photograph:
(a) In what ways is a verbal description better or inferior to the picture language?
(b) Are there ways that the two kinds of languages are alike?
(c) What personal experiences that you may have had helped you with your written descriptions?
(d) Consider the problems of a person from a culture that does not know about this picture. Would it be difficult to describe the picture?

LIBRARY

1. Ensure that several copies of different newspapers appear in the resource centre.

2. Refer to the newspaper as a source of information in bibliographies.

3. Maintain a clippings file relevant to topics covered in classes. Each clipping should be dated and the source credited.

MATHEMATICS

1. By measuring "column-inches" compare the proportion of news and advertising in two daily newspapers.

2. Graphs.
(a) Collect any available graphs from newspapers over a period of time.
(b) Make a collection for notebooks and/or a display of different kinds of graphs and group or classify them, e.g. line, bar, circle, pictorial graphs or combinations of these.

3. Allocate to each student in your class an imaginary $1,000 to plan a vacation using the travel pages of the newspaper. Have each person prepare a realistic budget. Include some extras such as souvenirs, entertainment and side trips or sightseeing excursions. Arrange for discussion in small groups to assess the soundness of the budgets.

MODERN LANGUAGES

1. Subscribe to two or more newspapers in the language being studied, e.g. French, Spanish or Italian. Arrange for sufficient copies to suit your method of teaching.

2. Some foreign newspapers are printed in English. Compare their interpretation of events with those written in the language of the country or province.

3. Compile a list of English words which have come from the language being studied.

MUSIC

1. Have students bring to class announcements from the newspapers about coming musical events such as pop concerts, symphony performances, guest artists, public recitals, music festivals, rock groups, operas and operettas.

2. Discuss with the students reviews of performances written in the newspapers by music critics or reporters. After attending a performance, arrange for students to discuss and write their own brief reviews (preferably before seeing the newspaper report) and compare.

3. Study newspaper reviews of new recordings. Use these for bulletin board posting, for discussion, and as a guide for purchases (both student and school).

SCIENCE

1. Study a 30-day forecast of the weather and examine the accuracy of the forecast. If there are major deviations watch for the contributing factors or reasons.

2. Collect a vertical file or make a display of newspaper pictures and articles about storms and their effects. These could include floods, high winds, tornadoes, hurricanes, monsoons. Study differences in these types of storms and their causes.

3. Watch for news reports or special feature stories about earthquakes, volcanoes and tidal waves. Locate the areas on maps and learn related scientific concepts such as seismograph, tremor, lava, fault, fissure, volcanic ash.

SOCIAL STUDIES

1. Arrange for the class to attend an event that you know will be reported in the newspaper. Have students write a class report or divide into several groups and write several reports. Compare with the newspaper report.

2. Discuss some current problems facing your community, city or town and select one or two for study. Collect and discuss reports from the newspapers. Have students debate the issue and propose their solution to the problem.

3. Listen to a speech on television by the Prime Minister, a political leader or other important person. Write a news story as if you were a reporter. Compare with the newspaper's account of the event.

SEVENTY-FIVE MORE STARTERS

1. Use the large ads from Greyhound, Air Canada, and CP Rail to introduce a study of Canada. Ask the class how they would travel. Have them choose a place and work out how long it would take to get there, how they would travel, what it would cost, what they would see on the way.

2. Use the daily report of ships in port. Discuss where the ships have come from, what Canadian products they are loading, and the significance to Vancouver of the port operation.

3. How do you find something in a newspaper? Introduce the index. Practise looking up various items.

4. Headlines. How do they catch your eye? Are they all the same size? Cut out a headline. Then write a story to go with it. Compare your story with the one from which the headline came. Are they similar?

5. List all the kinds of sports in the sports section. How many students play these sports?

6. What types of things are advertised? How are they made appealing? Arrange class in groups and have them make up ads.

7. Teach class to interpret the weather map. Discuss weather prediction. Keep a log of weather forecasts and actual weather as a check of forecast accuracy.

8. Discuss the types of problems in letters to Dear Abby. Have the class write one of these (anonymously) then have other students in the class give replies.

9. Examine the real estate pages. Prepare an ad for: a house; an apartment; a store or office.

10. Look at want ads. Have class prepare a budget for furnishing a room with: $200.00; $500.00; $1,000.00.

11. Locate a full page food ad. Have the class make a list of food needs for a week. Then estimate costs of the food bill for a week.

12. Examine two or more comics. Discuss types of humor in each.

13. Look through the ad pages and make a list of words that relate to each of the senses - taste, touch, smell, sight, hear.

14. Read aloud a story of interest from the newspaper. Have students make a picture of the event.

15. Have students separate headlines from their stories, then share out the stories and make new headlines. Try to match the original headlines with the new ones.

16. Cut out comic sequences and paste them on to separate cards. Have students re-assemble them in correct sequence.

17. Cut out pictures of food items, then group them according to some set of categories, e.g. vegetables, meats, drinks.

18. Dramatize ads. Pretend one is the seller and the other is the buyer.

19. Discuss letters to the editor. What sorts of things are people concerned about?

20. Study a recipe section and ask class to work out amounts of each ingredient for larger and smaller numbers of people than suggested by the recipe provided.

21. Collect articles about "out-of-the-ordinary" activities of people. Discuss why people do these things.

22. Look for female and male roles in articles and ads. Discuss the "rights" and "wrongs" of the articles.

23. Study a place described in the travel section and make a special study of that place.

24. Study some of the pictures in a newspaper. Why are they there? What information do they give that could not be obtained by a word description? Have class write alternative captions.

25. Study a cartoon. What is behind it? Write an alternative caption for it.

26. Have students write an article for the travel page of a newspaper.

27. Make a bar graph for the low and high temperatures of 10 of the places listed.

28. Have the class choose a job from the ad section. Then find out all you can about that job.

29. Discuss the TV section. Which programs do students watch? For how long?

30. Collect as many words as possible that are related to the newspaper, e.g. forecast, obituary, advertisement.

31. Have students choose a stock from the stock market page, then have them invest some money (imaginary) in that stock and follow its fortunes. Teacher to act as a broker.

32. Have class skim a page of the newspaper, then test them for comprehension. Repeat with varying amounts of time.

33. Compare housing costs in different parts of the Greater Vancouver area using the home ads in the newspaper.

34. Find an article of national interest on each of the following: a person, a place, an event, a discovery.

35. Choose a front page article and ask about it: who? when? where? what? why? how?

36. Look for 5 new words in the newspaper.

37. Read an article from the sports section. Pick out the action verbs.

38. Record moon phases, changing tides, and changing lengths of day and night over a period of a week or two.

39. Simulate a family looking for a home, e.g. parents and three children. Assume a certain income, then look for a suitable house. Assume also a place of work.

40. Pretend you have lost a domestic pet. Write a "lost" ad for insertion in a newspaper.

41. Make up a mini-crossword as an opener for a new unit of work.

42. Prepare an illustrated ad for a newspaper as part of an art class.

43. Make a list of the abbreviations used in a newspaper and find out what they all mean.

44. Choose a comic strip. Cut out the word bubbles and have the class insert new ones.

45. Have the class rewrite an article from the standpoint of the year 2000 A.D.

46. Give the class a Dear Abby problem letter. Have them suggest a reply, then read the one from Dear Abby and discuss differences.

47. Present a full page ad (preferably a detailed food one) and have class look at it for 30 seconds, then see how much of it they remember. Repeat this kind of thing to improve "skimming" abilities.

48. Have students design their own comic strip.

49. Puzzle exercise, Who am I? (in relation to a story about an important person). Give class a series of increasingly helpful hints until someone guesses who the leading personality is.

50. What entertainment is on in town tonight?

51. List the good news and the bad news in a given day's newspaper. Why do we call some news "good" and other items "bad"?

52. Discuss with the class different fads in fashion. Include current fashion fads found in the newspaper. Then have part of your class begin a fad of their own. This may be combing their hair a certain way, wearing a handkerchief or some such minor variation. Tell the part of the class that is starting the fad not to tell the others. Continue for a week and then see if the fad is picked up by any others.

53. To help students study phonetics have them find pictures in a newspaper that begin with or end with a certain sound.

54. Students role play a certain situation. Four to six other students act as reporters to cover the story. They each write or tell what they saw. Their differing reports are then compared by the class.

55. Each pupil chooses a story from a newspaper. A chairman, recorder and timekeeper are picked. Each one then must give his name and the title of his story to the recorder and then tell the story to the class within a time limit.

56. Have students compare television and newspapers and pick out advantages to each.

57. Have the students make up their own want ads. Then have them make up ads in groups. Ask for funny ads, good ads, confusing ads, etc.

58. Prepare a "Special Edition" of a newspaper. Have individual and group contributions on a certain topic. Have a proof reader, an organizer, and a critic. Then run off copies for each member of the class.

59. Do No. 58 on a specific country, city or community.

60. Discuss some current problem and have the students debate the issue and seek solutions. Then have the class collectively send a letter to the editor.

61. Collect articles about forces changing the earth's surface: floods, earthquakes, winds, storms, etc.

62. Have the students construct a chart showing rainfall for a specific time and area. Calculate the average rainfall and make a graph of the result.

63. Play a stock market game. Allow each student $10,000. They may then buy and sell stocks as they see fit. Have them read the business pages to help them in their decisions. They may work in groups or individually.

64. Construct a time line on some topic. Collect newspaper articles and place them on that line.

65. Attend public meetings of the city council or local school board and compare students' notes with the newspaper accounts of the same meeting.

66. Gather as many different newspapers as possible for a certain date to determine differences of opinion which exist between regions across the nation.

67. Arrange a picture gallery of prominent people mentioned in the news. Give periodic quizes to check the students' recognition of such people. Keep a list of prominent local names.

68. Compare the same news as observed on television, heard on radio and read in the newspapers.

69. Use letters to the editor as a means of recognizing differences of opinion on current issues.

70. Study the front page of the newspaper and attempt to determine why the editor rated the stories in the order of importance that he did.

71. Write an editorial favorable to a point of view to which you are opposed.

72. Invite a newspaperman to speak to the class regarding some pahse of newspaper work or on a topic on which eh has special information.

73. Make a scrapbook of the most important newspaper stories for one month and try to decide whether some of these - and which ones - will be mentioned in history books in the year 2080.

74. For slow learners, have them write about a school program using the who-what-why-when-where formula.

75. Mark a news item in a newspaper. Instruct students to take the paper home, read the news item, ask parents to read it, discuss the news wi

CURRICULUM DEVELOPMENT AT THE CLASSROOM LEVEL

Curriculum development takes place at different levels - international, national, provincial, district, school, and classroom. The last-named is often the one most neglected because of an assumption that the classroom teacher is already well-supplied with all the teaching guidelines and materials needed.

In quantity and variety it does seem that classrooms are well equipped with books, with audio-visual and other supplementary materials. But many of these resources are either too difficult to read, irrelevant to the task in hand, or simply not packaged in a form that can easily be used.

So the classroom teacher has to do an enormous amount of creative work to provide appropriate learning experiences for students - selecting and rearranging the resources provided by the department of education but also, additionally and frequently, finding new materials. It is here that the daily newspaper fits in.

There are two levels at which newspaper data can assist a teacher: (a) as an occasional source of up-to-date information on things like business activities, weather, the arts, and job opportunities; (b) as a document for more extended study. In this case materials have to be collected over a period of time, adjusted for content and reading levels, then related to the school's program of studies.

The first level of usage is illustrated in the accompanying paper, "Starters for a Newspaper in Education Program". The second level is illustrated in the reprinted pages from the several series run in the Province over the past three years. Each series constitutes a "course" set of materials to accompany other available resources. Each page deals with one aspect of the course, carries newspaper extracts from the previous year, or quotations from other sources, provides an overview article that fits these extracts into a time framework, and adds exercises for students.

The purpose for providing these special "collections" is to assist teachers in the very demanding task of finding up-to-date, auxiliary resources that can readily be used in the day-to-day work of the classroom. Once used they become "slices of time", reference points which can be updated from the daily newspaper, television or radio.

The following pages have been reprinted in pairs from nine different series. The detailed listings for each series are also given here with date and newspaper page reference so that anyone can gain ready access to the full set by looking at the Province microfilm reels. Many libraries carry these microfilms.

SAMPLE PAGES FROM NINE OF THE PROVINCE SERIES

			From the Series:
The Dirty Thirties	Sept. 30, 1975	Page 5	Canada West
Populations	Jan. 25, 1977	Page 25	Habitat Canada
Habitats in Space	Apr. 26, 1976	Page 6	Interface: Science & Society
John Palliser	Mar. 2, 1977	Page 31	Canada Venture (1976/77)
Captain Cook	Dec. 8, 1976	Page 5	" "
Morocco	Dec. 14, 1976	Page 5	Southwest Asia & N.Africa
Energy	Feb. 22, 1977	Page 8	Habitat Canada
Paul Kane	Feb. 23, 1977	Page 35	Canada Venture (1976/77)
Costa Rica	May 3, 1977	Page 27	Central America
Grey Owl	May 18, 1977	Page 26	Outdoors
B.C.'s Second Industry	Sept.13, 1977	Page 28	Mining B.C.
Cariboo Characters	Oct. 5, 1977	Page 39	Canada Venture (Fall '77)

TITLES, DATES, ETC. OF OTHER PAGES IN THESE SERIES

INTERFACE: SCIENCE AND SOCIETY:		
	Mar. 2, 1976	Page 6
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Genetic Engineering	Mar. 16, 1976	Page 6
The Scientific World-View	Mar. 23, 1976	Page 5
Extraterrestrial Life	Mar. 30, 1976	Page 5
Science and Ethics in the Nuclear Age	Apr. 6, 1976	Page 6
Medicine	Apr. 13, 1976	Page 6
Psychiatry - Myth or Medicine?	Apr. 20, 1976	Page 6
Consciousness	May 4, 1976	Page 6
Computer Modelling		
Fertility Control		

CANADA WEST:

Western Alienation - the Past	Sept. 16, 1975	Page 5
Western Alienation - the Present	Sept. 23, 1975	Page 5
The Great Depression	Sept. 30, 1975	Page 5
The Social Credit Movement in Alberta	Oct. 14, 1975	Page 5
Social Credit in B.C.	Oct. 21, 1975	Page 5
The CCF in Saskatchewan	Oct. 28, 1975	Page 5
NDP in B.C.	Nov. 4, 1975	Page 5
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Indians - Before the White Man Came	Jan. 6, 1976	Page 5
Indians - Aboriginal Land Rights	Jan. 13, 1976	Page 5
Indians - Cut-Off Lands	Jan. 20, 1976	Page 5
Resources Unlimited	Jan. 27, 1976	Page 5
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Law and Order	Apr. 6, 1976	Page 5
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Western Urbanization	Apr. 20, 1976	Page 5
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Financing Urban Services	May 4, 1976	Page 5
The Urban Learner	May 11, 1976	Page 5
Urban Housing	May 18, 1976	Page 5

CANADA VENTURE 1976 - 77:

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Gold Rush - Klondike 1898	Apr. 13, 1977	Page 32
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HABITAT CANADA:

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OUTDOORS:

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MINING B.C.:

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CANADA VENTURE, FALL 1977:

Laura Secord	Sep. 14, 1977	Page 26
Judge Begbie	Sep. 28, 1977	Page 37
Crowfoot	Oct. 12, 1977	Page 41
Louis Cyr	Oct. 19, 1977	Page 35
Bill Miner	Oct. 26, 1977	Page 35
Simon Gunanoot	Nov. 2, 1977	Page 31
Klondike Mike	Nov. 9, 1977	Page 31
Bob Edwards	Nov. 16, 1977	Page 35
Wilfred "Wop" May	Nov. 23, 1977	Page 27
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Norman Bethune	Dec. 7, 1977	Page 31
Edmonton Grads	Dec. 14, 1977	Page 27

USING THE SPECIAL PROVINCE PAGES

One extension of these sample pages has already been mentioned - secure printouts of the other pages from a microfilm printer. A second extension relates to the pages from "Interface: Science and Society", "Habitat Canada", and "Mining B.C.". For the first two, parallel videotapes and teacher resource books are available from the B. C. Provincial Educational Media Centre in Burnaby. For the third there are several supplementary items available.

Additionally, since most of the sample pages deal with regular curriculum content, two things can be done: (a) the library can be used to provide additional information; (b) the pages can be compared with textbooks to find out what changes have taken place since the textbooks were written. Below are some additional suggestions.

1. Have students work on the questions and exercises provided.

2. Update the information from daily news. Have students take responsibility for particular topics over a period of 3 months, e.g. the coffee prices quoted on the Costa Rica page are probably already out of date.

3. Plan trips to Morocco and Costa Rica. Find out how you would travel, what it would cost, how long it would take, what preparations you would have to make, and what you would take with you.

4. Investigate provincial or local oral history archives or interview senior citizens to find out all you can about the depression years of the thirties in western Canada.

5. Have students find out all they can about the items listed against 1929, 1930, 1931, etc. on the "Dirty Thirties" page. Have students investigate these discoveries individually or in small groups, then share their findings with the whole class.

6. Imagine that large numbers of space colonies had been established, each with 50,000 inhabitants. Have students write science fiction stories of life on one of these colonies.

NEWSPAPER "IMMERSION"

ONE ELEMENTARY SCHOOL'S EXPERIENCES

Sitting down with a cup of coffee and a newspaper is not just a relaxing way to start the day for teachers at Emerson Elementary School in Granite City, Illinois. While Emerson teachers read the morning news, they are also formulating plans for teaching their classes that day. Lessons, activities, and assignments are all inspired by what they find in the paper. When the first bell rings, the teachers are ready with a fresh, timely curriculum for their students.

Incorporating the newspaper into classroom teaching is not a new idea, but most schools use newspapers only to enrich textbook teaching. At Emerson, the newspaper is the primary source material; textbooks and other resources are used to supplement the daily issues of the paper.

Alfred Wilson, Emerson's principal, cites improved student attitudes, better attendance, reduced discipline problems, enriched curriculum, and increased student-parent dialogue as results of the NIE program.

While the concept of using newspapers in the classroom seems simple at first glance, implementing the practice on a day-to-day basis is more complex. At Emerson the "textbooks" arrive each morning when some 330 newspapers are delivered to the school and distributed to classrooms. This delivery provides a newspaper for every student in grades K through 6.

As students come into the classroom, they pick up their copy of the paper and head for their desks. Many teachers give students a 15 to 20 minute free-reading period to glance through the paper and read their favorite sections; teachers feel this routine encourages students to develop a habit of daily newspaper reading. After the free-reading period class work begins. A tour of Emerson classrooms on a typical day would demonstrate the variety and creativity fostered by the NIE approach.

In the kindergarten class, both teacher and pupils are delighted to find a two-page advertisement featuring pictures of many airplanes. Kindergartners are given the task of identifying the planes that are alike and those that are different. Children cut out other pictures in the paper to study shapes. The large-type headlines are used for finding alphabet letters and counting numbers. There is a line drawing in one advertisement which makes a good coloring picture.

Primary grade youngsters are finding just as many activities in their papers. First-grade students who are able to read the headlines discover the rhyming words "jail" and "bail". The teacher asks them to name other words that fit the rhyming sequence. Second graders are practicing writing their addresses and phone numbers by filling in a coupon found in an advertisement.

advertisement.

The primary grade students are interested in the same advertisement used by the kindergartners, but they are studying the arrival and departure times in the ad. Youngsters draw the times on the face of a paper clock in a time-telling exercise. Prices in a supermarket ad make good addition and subtraction problems.

Teachers in the third and fourth grades know their pupils like the comic strips, so they are using the comics for language arts lessons. One student says her favorite activity is "rewriting the 'bubbles' of the comics." a task which teaches both punctuation and word usage. Students also look for contractions in advertisements, nouns in front-page headlines, and verbs in the sports news.

The multi-purpose advertisement is being used by the middle graders too. This time, the ad becomes a geography lesson as students locate the airline's destination points on classroom maps.

The newspaper is full of current event topics. Social studies on this day includes a discussion of drugs, a topic prompted by an article on the local drug situation. A lesson in consumer buying is combined with practice in math as students use the prices quoted in local ads to determine the cost per unit of various items. Sports enthusiasts among the youngsters enjoy adding and subtracting the columns of scores from the weekend football games.

Fifth and sixth graders are interested in an article on voting records. They use the statistics quoted in the article to draw circle graphs. A number of students have developed a continuing interest in the stock market and use the newspaper's quotations to "play" the market each day.

LEARNING STATIONS

Using independent student activities as the framework, self-contained activities are laid out around the room for individual, small group, or total class work. Individual needs and interests can be provided for by having different levels and kinds of activities at each "station" Any area of curriculum can be incorporated into these stations. After selecting the theme the teacher lists specific goals for each station. Various forms of audio-visual-print media are then arranged to meet these goals, directions are marked out on a card, and self-evaluation procedures added. While the students are working independently the teacher is free to move around the room, giving help as needed. The following is a general outline for planning a series of learning stations, plus some suggested themes that have proved successful with K to 6 students.

1. Theme
2. Grade level(s)
3. Type of station:
   - A. Provisions for grouping: individual partners, small group, large group, whole class.
   - B. Curriculum Area(s): reading, language, mathematics, social studies, etc.
   - C. Sections of newspaper to be used: sports, news articles, advertisements, etc.
   - D. Method of indicating procedures: individual assignments, do everything, student chooses.
   - E. Levels of difficulty in each activity and materials needed.
4. General objectives.
5. Full page diagram of the learning station.
6. Specific objectives.
7. Worksheets and evaluation procedures.

Some themes:

Kindergarten:	Name cards:	identifying headline words which contain all the letters in his/her name.
Grade one:	Telling time:	find something from TV or radio programs to match given time.
Grade two:	Community Lifestyles:	identifying pictures that deal with rural life and those which deal with urban life.

Grade three:	Mathematics:	recognizing the different symbols used in the newspaper - e.g. weather data, percentages, stocks. Arranged in order of difficulty.
Grade four:	Newspaper structure:	matching given clippings with given data on newspaper structure: e.g. editorial, ads, sports.
Grade five:	Cartoons:	describing, writing stories on given cartoons.
Grade six:	World Studies:	matching stories and photos with parts of the world.

TEACHING ENGLISH AS A SECOND LANGUAGE

Nothing quite equals a newspaper as a text for ESL (English as a second language). It deals with a great variety of everyday situations, things and people already familiar to the student. It is up-to-date and therefore intrinsically interesting. It focuses on matters of local concern, things that directly affect the student's life. Below are ten ideas to guide you in ESL work. They are not listed in any order of priority.

1. Use the same approach consistently; hearing before speaking, speaking before reading, reading before writing.

2. Be a good model for pronunciation. This does not mean worrying about accent. Clarity and consistency are all that are needed.

3. Be a good model for culture. Expose students to a wide range of data on the lifestyles of the country.

4. Initially avoid trying to explain patterns of language. Give many, many examples whenever there are difficulties. Then, once a pattern has become obvious in the set of examples you can identify it.

5. Exercise "controls" at all stages of teaching. That is to say, move step by step at the pace that students can handle, tending to stay with easy examples rather than more difficult ones. The reason for this is that adults are very easily discouraged when they tackle a new language as adults.

6. Stick close to the sentence that is causing problems when difficulties arise. Rephrase the sentence keeping as close as possible to the same wording as in the first sentence.

7. Plan carefully. Let your class know what you plan to do in the long term and (in advance) in each lesson.

8. Watch manners, not only for good relationships but also to spot difficulties. Some of our manners appear as quite offensive behavior in other cultures.

9. Be careful in correcting student mistakes. Suggest alternatives rather than say "wrong".

10. Keep a good sense of humor. People remember what they have laughed at.

COPING WITH VALUE QUESTIONS

1. Find an example of honesty (or the lack of it) in government, advertising, business or individuals. In what ways are the parties honest or dishonest? Would everyone agree with your choice?

2. Is there an article about someone with a particularly frustrating problem? How should they solve it? What alternatives do they have? What are the consequences if they don't solve the problem at all?

3. Cut out a picture of people working together. Why is co-operation valuable? Is their job easier because they are working together?

4. Read an article about an angry person. Why is the person angry? Does he have good reason? What can he do to lessen his anger.

5. Select a picture or article about one person. (The sports page is a natural place to look.) On a sheet of paper, make two columns listing qualities you do and don't admire about this person.

6. Is there a picture of someone who looks lonely? Ask others in your class: "Why does the person feel this way?" "What would you do to help the lonely person overcome his problem?"

7. Choose someone who would make a good friend. What qualities do you like about this person?

8. Cut out a single cartoon that points out a specific value. Show the cartoon to a friend. What does he think the cartoon means?

9. Is there an article or a picture about elderly people? Describe the people in one paragraph. What are they like? Are they interested in any of the things you are? Make a list of the values you think they have.

10. On the next page is a recent statement of principles. Use it to evaluate your daily newspaper.

A Statement of Principles for Canadian daily newspapers

I. ETHICS

Newspapers have individual codes of ethics and this declaration of principles is intended to complement them in their healthy diversity. As individual believers in free speech they have a duty to maintain standards of conduct in conformance with their own goals.

II. FREEDOM OF THE PRESS

Freedom of the press is an exercise of the common right to freedom of speech. It is the right to inform, to discuss, to advocate, to dissent. The Press claims no freedom that is not the right of every person. Truth emerges from free discussion and free reporting and both are essential to foster and preserve a democratic society.

III. RESPONSIBILITY

The newspaper has responsibilities to its readers, its shareholders, its employees and its advertisers. But the operation of a newspaper is in effect a public trust, no less binding because it is not formally conferred, and its overriding responsibility is to the society which protects and provides its freedom.

IV. ACCURACY AND FAIRNESS

The newspaper keeps faith with its readers by presenting the news comprehensively, accurately and fairly, and by acknowledging mistakes promptly.

Fairness requires a balanced presentation of the relevant facts in a news report, and of all substantial opinions in a matter of controversy. It precludes distortion of meaning by over- or under-emphasis, by placing facts or quotations out of context, or by headlines not warranted by the text. When statements are made that injure the reputation of an individual or group those affected should be given the earliest opportunity to reply.

Fairness requires that in the reporting of news, the right of every person to a fair trial should be respected.

Fairness also requires that sources of information should be identified except when there is a clear and pressing reason to protect their anonymity. Except in rare circumstances, reporters should not conceal their own identity. Newspapers and their staffs should not induce people to commit illegal or improper acts. Sound practice makes a clear distinction for the reader between news reports and expressions of opinion.

V. INDEPENDENCE

The newspaper should hold itself free of any obligation save that of fidelity to the public good. It should pay the costs incurred in gathering and publishing news. Conflicts of interest, and the appearance of conflicts of interest, must be avoided. Outside interests that could affect, or appear to affect, the newspaper's freedom to report the news impartially should be avoided.

VI. PRIVACY

Every person has a right to privacy. There are inevitable conflicts between the right to privacy and the public good or the right to know about the conduct of public affairs. Each case should be judged in the light of common sense and humanity.

VII. ACCESS

The newspaper is a forum for the free interchange of information and opinion. It should provide for the expression in its columns of disparate and conflicting views. It should give expression to the interests of minorities as well as majorities, and of the less powerful elements in society.

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Adopted by the Canadian Daily Newspaper Publishers Association
April, 1977

RESEARCH FINDINGS

1. From UNESCO Report: Schooling today provides about 25% of all the information gleaned by students ages 6 - 18 compared with 75% a generation ago. Most of the "lost" 50% is accounted for by mass media.

2. From Statistics Canada (1971):

Sections of Newspapers Read by most Canadian Students, by Grade:

Section	Grade								
	6	7	8	9	10	11	12	13	Multi-grade
	Percentages in each catagory								
None	5.2	4.6	4.2	4.5	3.8	3.7	3.4	3.4	4.5
Comics	74.7	72.5	68.0	61.2	57.2	52.8	50.1	46.2	58.3
Editorial	5.7	6.6	7.7	8.5	10.4	12.7	16.1	20.4	10.2
Financial	2.8	3.3	4.0	4.7	5.0	5.3	7.0	7.1	4.7
Local news	31.3	35.7	39.4	40.8	44.7	45.9	48.6	47.5	39.4
Sports	46.5	48.1	46.4	44.9	44.9	42.9	39.4	38.4	45.2
Women's	12.0	17.9	22.3	25.9	30.7	32.1	32.5	33.3	25.9
World news	30.3	32.4	33.9	34.7	39.0	42.3	47.9	53.2	36.3
Other	12.8	14.8	15.9	14.1	14.9	12.9	10.[illegible]	8.3	13.3
N =	94,497	102,446	95,454	87,348	70,401	51,572	39,273	8,730	107,729

Sections of Newspapers Read by most Canadian students, by Region, Grades 6 and 12:

	Atlantic provinces		Québec		Ontario		Western provinces		Canada	
	6	12	6	12	6	12	6	12	6	12
	Percentages in each catagory									
None	5.7	3.3	5.9	3.4	6.7	3.4	3.6	3.3	5.2	3.4
Comics	76.1	50.6	67.5	43.4	70.5	47.8	[illegible]8	54.7	74.7	50.1
Editorial	7.1	22.4	4.3	19.2	5.7	16.5	5.6	13.8	5.7	16.1
Financial	3.3	7.3	1.6	5.3	2.9	8.3	2.3	5.7	2.8	7.0
Local news	32.3	57.3	26.6	40.9	31.1	50.7	32.2	46.6	31.3	48.6
Sports	49.9	45.0	56.7	48.9	47.7	38.1	43.1	38.1	46.5	39.4
Women's	7.1	14.2	15.9	29.7	16.0	37.0	8.4	29.6	12.0	32.5
World news	27.6	51.7	24.7	43.8	29.8	48.3	32.2	47.7	[illegible].3	47.9
Other	15.7	15.7	11.3	8.8	11.9	11.8	13.5	9.2	12.8	10.8
N =	6,843	2,078	6,866	3,441	39,806	19,210	40,982	14,544	94,496	39,273

About 56% of most Canadian students read 3 or more books a month (apart from school requirements); 76% watch 10 or more hours of TV a week (apart from school viewing). The Province survey of B.C. students (grade

4 - 12) examined a wider range of newspaper content than did Statistics Canada and came up with the following order of preference:

1st	Comics	2nd	Sports	3rd	Front page
4th	Entertainment	5th	Classified ads		

3. From Dr. Edward Fry, Director of Reading Institute, Rutgers University: half the adults in North America are unable to read the front page of a daily newspaper with satisfactory comprehension. Fry's name is well known because of the readability graph he developed. It is reproduced here.

4. From Province surveys of students in participating schools:

Compared with other social studies material that my students study in school, the Province materials in Topic Today are:

(a)	much more interesting and worth while	64%
(b)	more interesting and worth while	64%
(c)	about the same	33%
(d)	less interesting and worth while	3%
(e)	much less interesting and worth while	3%

Compared with other social studies materials that my students study in school, the Province materials in Topic Today are:

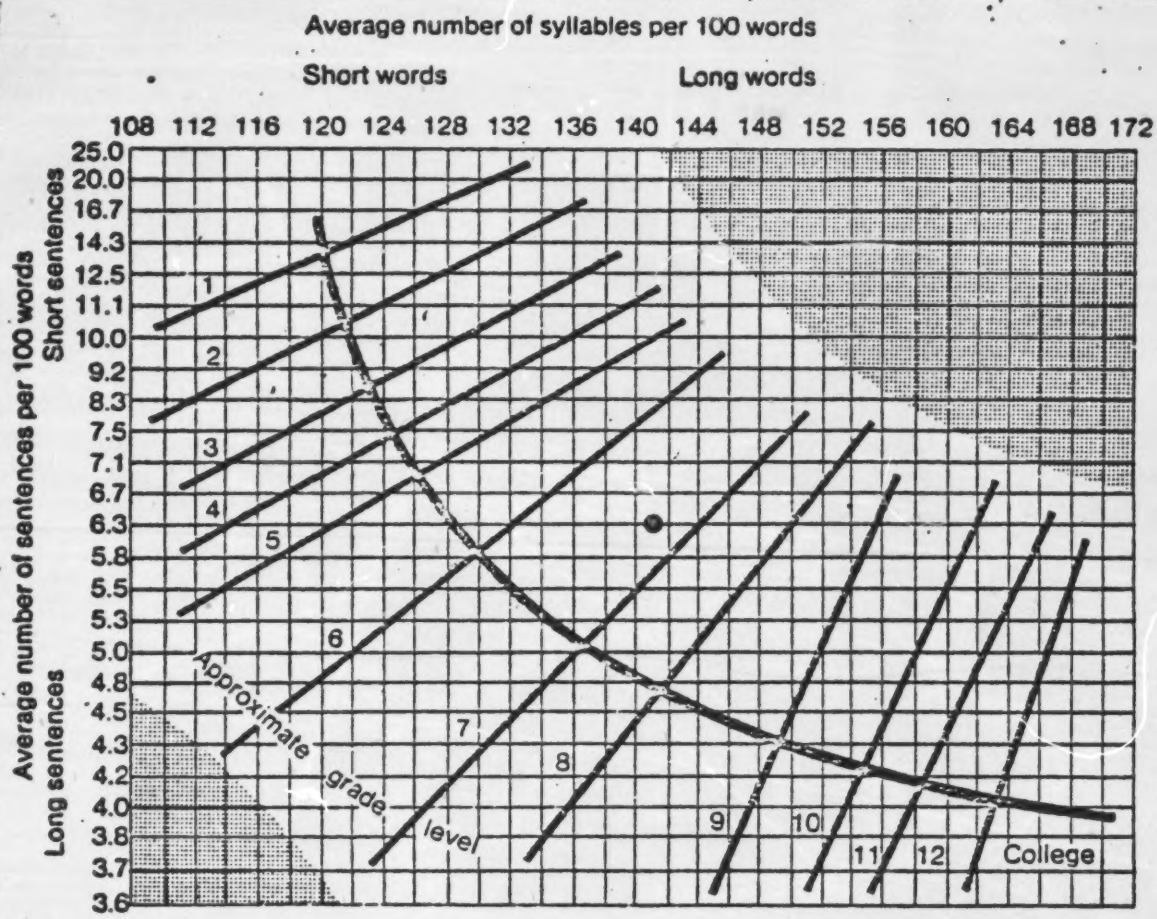
(a)	very much easier to read	30%
(b)	easier to read	30%
(c)	about the same reading level	50%
(d)	more difficult to read	20%
(e)	very much more difficult to read	20%

In addition in a carefully designed research project in which both the Province's Topic Today pages and the best available school materials were used, significant attitudinal changes were obtained. Positive attitudinal change toward Asians was gained with grade 5 students when the newspaper pages were used in place of the school materials.

One third of the students who study the Province's special educational pages in schools come from homes where there is no daily newspaper.

Supportive use of television or book publications alongside the newspaper pages consistently enhanced interest and increased comprehension.

5. From British Columbia Ministry of Education Research: there are as many adults in British Columbia who have not finished secondary school as there are students in all grades of all B.C.'s elementary and secondary schools. One implication of this is that materials prepared by the Province newspaper for secondary schools are meeting the educational needs of a large adult community.



Directions

Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of words per sentence on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

Example

	Syllables	Sentences
1st Hundred words	124	6.6
2nd Hundred words	141	5.5
3rd Hundred words	158	6.8
Average	141	6.3

Readability 7th grade (see dot plotted on graph)

THE ANATOMY OF A NEWSPAPER (1975)

By Kathryn McAuley
44 pages

Source: ANPA Foundation
ATTN: Judith D. Hines
Manager/Educational Services
P.O. Box 17407, Dulles International Airport
Washington, D.C. 20041

PRICE: Single copy: $2.00 (1-5) GRADE LEVEL FOCUS: 5-12
Bulk copies: $1.50 (6-20) $1.00 (21 or more)

Describes the daily newspaper, how it works, and its role in society. Develops an understanding of what a newspaper is, how it is put together, what makes news and what makes up the rest of the paper. Useful in teaching how to read a newspaper.

THE NEWSPAPER: A NATURAL BRIDGE TO ENGLISH AS A SECOND LANGUAGE (1977)

By Glynanne Edens and Ann Sandifer
219 pages

Source: The El Paso Times/El Paso Herald-Post
ATTN: Ray Allen
NIE Coordinator
P.O. Drawer 20
El Paso, Texas 79999

PRICE: $4.00 + postage GRADE LEVEL FOCUS: K-12

Presents a variety of activities using the daily newspaper to teach a second language. Activities arranged according to level of competence, starting with those most valuable for beginner and becoming progressively more sophisticated. Contains material reprinted from the newspaper with related activities. Practical.

LEARNING FROM NEWSPAPERS: READING (1976)

By Hugh Partlow
191 pages

Source: Canadian Daily Newspaper Publishers Association
(also ANPA Foundation)
ATTN: Diane MacLean
Supervisor/Newspaper in Education
321 Bloor Street East
Toronto, Ontario, M4W 1E7, Canada

PRICE: Single copy: $3.00 GRADE LEVEL FOCUS: 5-12

Deals with development of reading competency through use of the daily newspaper. Designed so teacher can select activities most suitable for student. An example of the psycholinguistics and language-stimulus principle. A complete package dealing with all the reading skills, philosophy and evaluation. Useful and practical activities.

PEORIA AND THE WORLD (1976)

By Kay Bennett, Meredith DeGood and Jan Smith
52 pages

Source: The Peoria Journal Star
ATTN: Sallie Whelan
Director/Educational Services
1 News Plaza
Peoria, Illinois 61601

PRICE: $1.00 GRADE LEVEL FOCUS: 4-9

Shows how newspapers can be used to make international studies come alive. Contains student activities in area of sports, industry, agriculture, culture, immigrants, science and government. Increases awareness that all communities are growing increasingly interdependent with the rest of the world.

LEARNING FROM NEWSPAPERS (1976)

By Dr. Hugh Partlow
168 pages

Source: Canadian Daily Newspaper Publishers Association
ATTN: Diane MacLean
321 Bloor Street East
Toronto, Ont., M4W 1E7, Canada

PRICE: $5.00 GRADE LEVEL FOCUS: K

Practical suggestions for using the daily newspaper in early, middle and senior grades. Covers various subject areas, contains sample teaching units helpful resources and suggested reference material. Some suggested teachi activities by subject areas. A general guide on teaching about newspapers

NEWSLAB (1972) — Card Set

By Lorne R. MacKenzie
200 cards, 7" x 10"

Source: Science Research Associates, Inc.
College Division
1540 Page Mill Road
Palo Alto, Calif. 94304

PRICE: $85.00 GRADE LEVEL FOCUS:

Resource kit of 200 study-guide cards. Each can be used for individual or group activities to develop knowledge, skills and attitudes. Useful in a stu of the newspaper, language arts, reading, social studies and math. Cards directed at students and divided into 12 sections covering various sections the newspaper.

USING NEWSPAPERS TO TEACH READING SKIL (1975)

By Robert M. Wilson, Marcia M. Barnes
52 pages

Source: ANPA Foundation
ATTN: Judith D. Hines
Manager/Educational Services
P. O. Box 17407, Dulles International Airport
Washington, D. C. 20041

PRICE: $1.00 GRADE LEVEL FOCUS: K

Delineates which reading skills can best be taught through the newspape and at what grade levels. Deals with affective behavior and the basic skil of reading. Well organized guidelines to develop activities.

THAT'S LIFE! (1976)

Teacher's Guide - 26 pages
Student Record Book - 12 pages
60 Activity Cards

Source: Kitchener-Waterloo Record
ATTN: Marilyn Foster
Coordinator/NIE
225 Fairway Road
Kitchener, Ontario N2G 4E5, Canada

PRICE: Single copy: $4.95 per kit GRADE LEVEL FOCUS:
(plus 50c postage and handling)
Bulk copies: $3.95 (100 or more)
(Student workbook may be copied.)

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Integrated unit focusing on social and economic problems relevant to the student. Problems analyzed through the use of simulation game which forces students to make day-to-day economic choices using the newspaper Student record book provides a useful means of recording observations an data collected.